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| **Advent Term 1****Creation and Covenant - Year 3****Big Question – How does caring for the world help change the world for the better?**  |
| **Understand**U3.1.1. Revisit and remember the first Creation story from Genesis, recognising the author’s use of poetic language to describe how the world was formed.U3.1.2. Encounter the belief that human beings are made ‘in the image of God’ (Gen 1:27) and talk about what this might mean. (RVE)U3.1.3. Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. (RVE)U3.1.4. Describe stewardship by making simple links between Genesis 1:26-31 and people’s actions today (LS 88 on ‘ecological virtues’). (RVE)U3.1.5. Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation.U3.1.6. Recognise that in Laudato Si’, Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world (see LS 66). (RVE)**Discern**D3.1.1. Imagining how caring for the world could change the world for the better.D3.1.2. Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31). (RVE)D3.1.3. Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker’s intention (e.g., St Francis of Assisi’s Canticle of Creation). (RVE)D3.1.4. Wondering why the author of the first story of Creation suggests a holy day. (RVE)**Respond**R3.1.1. Making connections between experiences where people have not been treated equally and how this felt. (RVE)R3.1.2. Spending time wondering about the blessings of Creation in their own lives. (RVE)R3.1.3. Reflecting on the prayerful words studied that give thanks for Creation. (RVE) |
|  | Lesson 1**UNDERSTAND** | Lesson 2**UNDERSTAND** | Lesson 3**UNDERSTAND / DISCERN** | Lesson 4**UNDERSTAND** | Lesson 5**UNDERSTAND / RESPOND** | Lesson 6**RESPOND** |
| **Learning Focus**  | **HEAR**Revisit and remember the first Creation story from Genesis, recognising the author’s use of poetic language to describe how the world was formed. | **HEAR**Encounter the belief that human beings are made ‘in the image of God’ (Gen 1:27) and talk about what this might mean. (RVE) | **HEAR / BELIEVE**Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity.  | **HEAR / LIVE**Describe stewardship by making simple links between Genesis 1:26-31 and people’s actions today | **CELEBRATE**Using some religious vocabulary, describe how either a psalm or a prayer we have studied praises Creation.Reflecting on the prayerful words studied that give thanks for Creation.  | **LIVE**Recognise that in Laudato Si’, Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world. |
| **Recall and Retrieval**  | What can pupils recall about the Creation Story – complete a brain dump.  | Recall the creation story verbally to your partner. **Who did God created humans in the image of?** | * What are the Catholic Social teachings?
 | * What do we know about the creation story so far?
 | * How can we praise God?
* What should we priase God for?
 | * Recall the creation story. What does God say we should do?
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| **Sequence of knowledge throughout the lesson** | Key knowledge:Pupils will know:The first Creation story from Genesis.How the author’s use of poetic language to describe how the world was formed.How the author’s use of poetic language to describe how the world was formed. | Key knowledge:Pupils will know:That God created us in his own image. That all people should be created equallyThat Pope Francis wrote Fratelli Tutti.That Fratelli Tutti reminds us that we should treat each other equally. What we can do to help treat one another equally in our own lives. Why should people be treated fairly?What if you were the children being treated unfairly? How would you feel?What could we do to help?What would the impact be? | Key knowledge:Pupils will know:The creation storyThat all humans are created equally and that we believe we are created in the image of God.What the Catholic Social Teaching of Human Dignity means | Key knowledge: Pupils will know:* About stewardship and make simple links between Genesis 1:26-31 and people’s actions today
* The full story of the creation Gen 1:26 – 31
* What the term Stewardship means.
* That there are links between the creation story and stewardship we show today.
 | Key knowledge:Pupils will know:* What a psalm is
* Why people wrote psalms
* Old or New Testament? Where we would find them
* What is wonderful about our world.
* What God asks and wants us to do
* It is important to praise God?
* How we show we are thankful for God’s creation
 | Key knowledge:Pupils will know:* What Pope Francis is asking us to do
* Ways in which we can show care for God’s world (stewardship) as part of our care for each other.
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| **Key Skills/disciplinary knowledge** | U3.1.1. Revisit and remember the first Creation story from Genesis, recognising the author’s use of poetic language to describe how the world was formed.D3.1.4Wonderfing why theauthor suggests a Holy Day | **U3.1.2. Encounter the** belief that human beings are made ‘in the image of God’ (Gen 1:27) and talk about what this might mean. (RVE)D3.1.4Wonderfing why theauthor suggests a Holy Day | U3.1.3. Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. (RVE) | **U3.1.4. Describe** stewardship by **making simple links** between Genesis 1:26-31 and people’s actions today (LS 88 on ‘ecological virtues’). (RVE) | U3.1.5. Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation.R3.1.3. Reflecting on the prayerful words studied that give thanks for Creation. (RVE) | U3.1.6. Recognise that in Laudato Si’, Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world (see LS 66). (RVE) |
| **Main teaching activity*****If the school has another short-term planning format, this does not need to be included.***  | 1. Read Genesis 1
2. Describe (what, when, where) in any form, the first Creation story from Genesis, recognising the author’s use of poetic language to describe how the world was formed.
3. Turn and talk activities and whole class discussion - scripture detecting?
 | 1. Pupils to answer the question: Why should people be treated fairly? Encourage them to make links to Genesis scripture and Pope Francis.
2. Call to Action: What could we do to help? What would the impact be?

This work is to be completed in draft form and not in books so it can be added to and finished next lesson.  | 1. Add to the pledge that was started last lesson adding in Human dignity to the scripture and Fratelli Tutti links to live out Catholic Social Teaching principles with creation at its centre.
 | 1. Describe stewardship through words and pictures, making simple links between Genesis 1:26-31 and the current day e.g.

*In Genesis God calls us to care for the whole of His creation therefore I will protect God’s creation by collecting litter.* | 1. Psalm Detectives

In groups children to be given examples of psalms. 19, 139, 1481. Mind map what is being praised and why they think this - colour code if needed.
2. Feedback discussion where possible. – Similarities and differences.
 | 1. Discuss as a class wht awe have learnt – what is Pope Francis asking us to do.
2. How does this tie in to the creation story? Psalms? Fratelli Tutti?
3. Model a class letter.
4. Write an individual letter to someone in year 2 stating how they should be Stewards of God’s creation,
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| **Adaptations** | Have word mats available on tables with key words from the storyADAPT FOR THE NEEDS OF YOUR OWN CLASS.  | Share CAFOD Fratelli Tutti animation. What does Pope Francis say about fairness?ADAPT FOR THE NEEDS OF YOUR OWN CLASS.  | Have word mats available on tables with key words from the storyADAPT FOR THE NEEDS OF YOUR OWN CLASS.  | Have word mats available on tables, and related sentence starters; *this connects to….*ADAPT FOR THE NEEDS OF YOUR OWN CLASS.  | Challenge pupils to find further aspects of informationADAPT FOR THE NEEDS OF YOUR OWN CLASS.  | Exploration of Pope Francis’ words through; exploring the 5 W’sADAPT FOR THE NEEDS OF YOUR OWN CLASS.  |
| **Challenge** | Depth of detail | What could we do to help?What would the impact be? | Increased use of religious vocabulary  | Further example of living this out | Further depth of questions | Further challenge questions |
| **Key vocabulary and definition**  | Genesis poetry Creator | * Fratelli Tutti
* Genesis
* Creation
 | * Creation
* Catholic Social Teaching
* Equality
 | * Stewardship
* Creation
* Genesis
 | * Psalms
* Give thanks
* Creation
 | * Laudato Si’
* Stewardship
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| **Resources** | Children’s bibles  | <https://missiontogether.org.uk/films/> - Sr. Eulie videoGenesis 1:26-27Fratelli Tutti CAFOD animation <https://www.youtube.com/watch?v=bWpoIo3mlgk>  | Living out CST information<https://cafod.org.uk/education/primary-teaching-resources/cst-pack-for-children> [Fratelli\_Tutti\_primary\_school\_guide.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fassets.ctfassets.net%2Fvy3axnuecuwj%2F340f77b6f3e40c398d018db55257e5707723673404a6d4ce8aad3cb943bfb6c5%2F81b0bbd1bb234cdd7cc4e981da0f0e39%2FFratelli_Tutti_primary_school_guide.docx&wdOrigin=BROWSELINK) | [Laudato Si’ animation](https://cafod.org.uk/education/primary-teaching-resources/laudato-si-for-children)Genesis 1:26-31 | Psalms 139, 148 and 19 Examples of Psalms of Creation.Posible musical adaptions:Psalm 138 <https://www.youtube.com/watch?v=N7rFlzHuH9s>Psalm 19 <https://www.youtube.com/watch?v=ALwxYcNZ4Ug> psalm 149 https://www.youtube.com/watch?v=EAZCXlCPUSc | [Laudato Si’ animation](https://cafod.org.uk/education/primary-teaching-resources/laudato-si-for-children) |
| **Diversity Links** | Explore a variety of artisitic depictions of the scripture passage, from a range of cultural viewpoints.  | Refugee visitor - if you know of oneOR<https://missiontogether.org.uk/films/> - Sr. Eulie video | Global human dignity. | Universal church – global neighbours |  |  Global stewardship |
| **Checking for understanding (summative assessment)**  | Show some understanding of the first Creation story from Genesis, recognising the author’s use of poetic language to describe how the world was formed. | Know, and encounter the belief that human beings are made ‘in the image of God’ (Gen 1:27) and talk about what this might mean.  | Show an understanding of the Creation story, making links to it and the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. | Show some understanding of stewardship by making simple links between Genesis 1:26-31 and people’s actions today (LS 88 on ‘ecological virtues’).  | An understanding of some religious vocabulary, and how either a psalm or a prayer we have studied praises Creation.Reflecting on the prayerful words studied that give thanks for Creation. | To know that in Laudato Si’, Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world |

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| St Francis Feast Day 4th October | Lesson 7**UNDERSTAND / DISCERN** | Lesson 8**UNDERSTAND** | Lesson 9**UNDERSTAND** | Lesson 10**RESPOND** |
| **Learning Focus** | **BELIEVE/LIVE**Imagining how caring for the world could change the world for the better.To explore the words of St Francis and how we can trust this with some of the things happening in our world today. | **HEAR / CELEBRATE / LIVE**R Spend time considering the blessings that they have in their own lives | **BELIEVE / CELEBRATE / LIVE**Assessment – Imagine how caring for the world could change it to be a better place.  | **RESPOND****Celebration of the Word** **Assessment – Knowledge capture** |
| **Recall and Retrieval**  | * How should we treat God’s creation? Why?
 | What did the Pope ask us to do in Fratelli Tutti and Laudato Si’? | * Recap on the meaning of stewardship, and on the words of Pope Francis, through *Fratelli Tutti.*
 | * Complete a knowledge capture of the key knowledge outlined on the knowledge organiser.
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| **Sequence of knowledge throughout the lesson** | Key knowledge:Pupils will know:* About the Canticle of Creation .
* That St Francis praises God for some of the wonders of the natural world. Francis believed that everything in the natural world was a gift from God and, as such, deserved to be appreciated and valued.
 | Key knowledge:Pupils will know:* That Pope Francis encourages us to "live, work and pray that our common home will teem with life once again."
* The Season of Creation runs from 1 September (World Day of Prayer for the Care of Creation) to 4 October (the feast of Saint Francis of Assisi) each year.
* We give thanks for all that God has made, repent for the damage that we have caused and commit ourselves to take action to protect the earth our common home.
 | Key knowledge:Pupils will know:* Background information about Fratelli Tutti
* Introducing the animation
* Taking action

[Fratelli\_Tutti\_primary\_school\_guide.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fassets.ctfassets.net%2Fvy3axnuecuwj%2F340f77b6f3e40c398d018db55257e5707723673404a6d4ce8aad3cb943bfb6c5%2F81b0bbd1bb234cdd7cc4e981da0f0e39%2FFratelli_Tutti_primary_school_guide.docx&wdOrigin=BROWSELINK) | Key knowledge:Pupils will know:* Know the core knowledge outlined throughout the unit.
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| **Key Skills/disciplinary knowledge** | D3.1.1. Imagining how caring for the world could change the world for the better.D3.1.3. Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker’s intention (e.g., St Francis of Assisi’s Canticle of Creation). (RVE) | D3.1.3. Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker’s intention (e.g., St Francis of Assisi’s Canticle of Creation). (RVE) | U3.1.4. Describe stewardship by making simple links between Genesis 1:26-31 and people’s actions today (LS 88 on ‘ecological virtues’). (RVE) | R3.1.2. Spending time wondering about the blessings of Creation in their own lives. (RVE)R3.1.3. Reflecting on the prayerful words studied that give thanks for Creation. (RVE) |
| **Main teaching activity*****If the school has another short-term planning format, this does not need to be included.***  | Imagine you were Saint Francis; how would you feel about the state of the world today.Record your thoughts and feelings.  | Write / draw / paint our own modern-day version for; The Season of Creation<https://cafod.org.uk/pray/season-of-creation>  | Pope Francis asks us all to be global neighbours. How will you be a global neighbour?· Create a list of actions to do within school· Create a list of actions you could do at home*A Charter to Live BY?* | 1. Complete a knowledge capture of the core learning outlined from the knowledge organiser. 2. Plan and prepare for class collective worship. |
| **Scaffolding** | Sentence starters / ‘hooks’ / key words | Provide key words, and sentence starters | Challenge pupils to explore the impact of their actions  | The assessment task will be independent work. Children with any writing barriers can either type their responses or record them verbally. |
| **Challenge** | Explore some simple reasons for your actions to improve the world | Make links to some religious sources, such as prayer | Support materials; [Fratelli\_Tutti\_primary\_school\_guide.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fassets.ctfassets.net%2Fvy3axnuecuwj%2F340f77b6f3e40c398d018db55257e5707723673404a6d4ce8aad3cb943bfb6c5%2F81b0bbd1bb234cdd7cc4e981da0f0e39%2FFratelli_Tutti_primary_school_guide.docx&wdOrigin=BROWSELINK) | Use their planning and evaluation skills to support others during the class prayer and liturgy session.  |
| **Key vocabulary and definition** | * Canticle
* St Francis
* Creation
* Stewardship
 | * Season of Creation
* Repent
* Common home
 | * Fratelli Tutti
* Genesis
* Stewardship
* Pope Francis
 | Revisit and review all vocabulary from the unit of work. |
| **Resources** | [Canticle of the Sun](https://cafod.org.uk/pray/prayer-resources/canticle-of-the-sun) (CAFOD version)[Canticle of the Sun](https://www.youtube.com/watch?v=CfJ6WJPUff8) (Video) Song <https://www.youtube.com/watch?v=32_NLkVcdQU> - read  | <https://cafod.org.uk/pray/season-of-creation>  | [Fratelli\_Tutti\_primary\_school\_guide.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fassets.ctfassets.net%2Fvy3axnuecuwj%2F340f77b6f3e40c398d018db55257e5707723673404a6d4ce8aad3cb943bfb6c5%2F81b0bbd1bb234cdd7cc4e981da0f0e39%2FFratelli_Tutti_primary_school_guide.docx&wdOrigin=BROWSELINK) | Assessment resourcesPrayer and liturgy planning and evaluation resources |
| **Diversity Links** | Pollution within a global context | Universal church links  | Helping my glogal neighbour |  |
| **Checking for understanding (summative assessment)**  | •Know about the Canticle of Creation .•Know that St Francis praises God for some of the wonders of the natural world.  | Know that Pope Francis encourages us to "live, work and pray that our common home will teem with life once again." |  | Outcomes from the assessed task and responses during prayer and liturgy. |